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Acadia Athenæum.

WOLFVILLE NOVA SCOTIA

Prodesse Quam Conspici.

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MARCH 1900.

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MARCH 1900.

No. 5.

Good Manners

Last autumn at the inauguration of Miss Hazard, President Eliot congratulating her on the position she is to occupy as President of Wellesley College said that he thought the schools for women might be able to inculcate manners with more success than the old colleges had done. Dr. Eliot's remark presses home upon all interested, especially upon the students themselves, a fact all too manifest in schools established and maintained exclusively or primarily for men, the lack in some degree of the gentleness and true courtesy consonant with mental culture.

And manifestly something more is meant by the expression "good manners" than occurs in the little realm of the etiquettes of ordinary social life. Acadia though happily free from that incipient lawlessness that maddens itself by endangering life and wilfully destroying public property, is yet not wholly free from a possible charge such as is by implication made in Dr. Eliot's words above quoted. It certainly is not the truest gentlemanly sentiment that marshals college men in the entrance hall leading to the Chapel and subjects ladies as they pass out from the prayer service to stares and comments always offensive and sometimes even insulting. Can it be that they who thus stand gazing have never before seen women in public places. Have they no sisters or friends of the gentler sex whom they would gladly shield from the rude contact of the *canaille* that they carelessly expose women to treatment scarcely more courteous than would be accorded them in the more squalid parts of our large cities. Thoughtlessness may be urged to account for what to some appears deliberately disrespectful, but thoughtlessness is not wholly extenuating in this case.

Another breach of good manners is the defacing of song-books in the chapel. A lover of books abhors the sight of meaningless scrawls marring their pages, and even more is disgusted to read the contemptible puerilities that some persons in the superlativeness of inanity have written there. Thoughtlessness utterly fails to excuse here. There is something deeper in character that issues in this that has been, not extravagantly, termed vandalism.

Not to be divorced from the category of manifest unmannerlinesses, is the practice of whispering and laughing in public service, especially church, to the annoyance of one's neighbors. The basal principle of good manners is regardfulness of others. Here are the feelings both of him who speaks from the platform and of those who wish to hearken to his words openly violated by one who not only constitutes himself a public nuisance but also stirs questions in the minds of those disturbed as to his mental rectitude. He has forgotten his good manners.

Yet these explicit cases by no means exhaust the list. Nor do they include types whose cause is deepest seated. Harsh words, cruel jibes and sarcasm, always betokening a too narrow mind, profanity obscenity, coarse allusions, lack of deference for woman, these persistently indulged in index a lack more serious than is shown by those who disturb church services, disfigure books and block entrances to public places. That the life at school on some sides has the tendency to call out and accentuate these expressions of character may not be disputed. The very freedom of intercourse among college men so delightful when under right restraint, when uncontrolled easily degenerates into that familiarity which is the parent of contempt and a means to coarseness of soul texture. Then, too, appear during college days the early movements of that mighty mental activity that will ultimately contribute something to the world's thought, but which is now eminently destructive operating as nonchalantly to dissect men's characters as their creeds. But by whatsoever cause induced there is present some coarseness in word and deed, more than should be, more than will be as the better conceptions of life get hold upon the college men.

That the college is intended and fit to correct these things gives it an excuse for prolonged existence. Primarily it seeks to produce gentlemen, men of noble character, using whatever is best suited to this end. Thus writes Dr. Edward Everett Hale in the "Boston Christian Register."

"The whole discussion of manners, if it is to be of any use, will bring us back to the central truth—that these colleges and these schools exist for education, and not simply for the petty details of instruction. To make of them mere information bureaus is to degrade them. We have no use for them unless they can make men out of boys and women out of girls. This means character. It means that, first of all, boys and girls, young men and young women, shall know who they are, why they are, and what they are to live for.

They are to know that they are in a world where each lives for all and all for each.

If they can grow to this knowledge under the contagion of the teachers to whom such training is intrusted, or by the dignified and noble spirit of the body of young people among whom they live, good manners are secured. It may be, though it will probably not be, that a boy may direct a letter upside down, but the letter will say the right thing. It may be that he will use the wrong fork at the dinner table, but he will be sure to thank God for the dinner."

This our college is doing and will continue to do with more marked success, as the men yield themselves to the abundant influences that are tending toward the well-rounded manly character.

— — —

**The Rape
of the
Magazines.** There is a tendency on the part of some to call a "spade" by some other and more euphonious name. But whether, when one stealthily and deliberately removes the property of another his act be called pilfering, filching, abstracting, purloining, or plain stealing the character of the guilty person is in no wise altered thereby. He is a thief. As such let him be branded.

Valuable magazines have been taken from the ATHENÆUM Reading-Room since the opening of this year, magazines selected because of their usefulness to the students who wish to acquaint themselves with the thought movements of the present day and its history-making activities. The society had secured these magazines for a full year and had ordered them after remaining one month in the Reading Room to be placed in the College Library there to constitute a file for reference. Certainly the purpose was one to commend itself to every fair-minded member of the school. The thief, if he be of the student body, shares with one whom the New York police caught stealing spectacles from near-sighted children the doubtful honor of being the meanest in his class. He stole from those with whom he is connected by the closest ties of college life, and stole when another and honest course would have quite as well served his needs. It is high time that among college men things be called by their right names, and all acts of lawlessness, whether breaking locks or stealing magazines, be openly condemned. Nothing that is good can suffer therefrom.

Cornell University Laboratory.

A new addition to the chemical laboratory at the Cornell University has recently been built at a cost of 55,000 dollars. It is intended for the accommodation of the divisions of Inorganic Chemistry and Physical Chemistry, and also to relieve the overcrowding of the old laboratory. The new building is 130 feet long by 65 feet wide, of most substantial build, and thoroughly equipped with apparatus and fittings of the highest class. The sub-basement, basement, and first floor are occupied by the division of Inorganic Chemistry and the second floor by Physical Chemistry. At the end of the building on the basement floor is the assay laboratory, provided with seven crucible furnaces, five muffle furnaces, one gas assay furnace, and one powerful gas blast furnace; it is situated immediately above the ore storage room; the adjoining rooms are arranged—one for gold and silver assays, and one as a balance room. The last room is fitted with an electric furnace for chemical experiments where the electric arc is used as a source of heat. On the first floor there are—the private laboratory for the Professor of Chemistry, and two small rooms thoroughly equipped for research. These are each intended for the use of one student only. On the same floor are found the museum, the laboratory for spectroscopic work, and the lecture room. The whole of the second floor is devoted to physical chemistry, such as electro-chemistry, etc. The opportunities now offered by the Cornell University for the study of Physical Chemistry are, says Professor Bancroft, quite unequalled in the United States, and the equipment will bear comparison with that of the Leipsic laboratory, especially when one takes into account the fact that constant temperature rooms, spectroscopic laboratories, electric furnaces, etc., are available on the floors of the building assigned to inorganic chemistry.

[The *Chemical News* from which the above was taken has been placed in the Library of the College by the Freshmen and Seniors composing the classes in chemistry.]

The Duty of the College Graduate to the State.

BY JAMES HANNAY, D. C. L.

It is with a peculiar degree of pleasure that I find myself to-day, for the first time, in the College Hall of Acadia University, in the presence of the Senate and Board of Governors, the Faculty, the students and those friends of the institution who have come to take part in its closing exercises. Although I have for many years taken a deep interest in the history of this part of ancient Acadia, this is the first occasion on which it has been my privilege to tarry here and gaze upon this beautiful portion of our country, the scene of so much joy and so much sorrow. Yet, although this place is new to me, and I have not before known its university in a tangible sense, Acadia College has long been a familiar figure to my mind. I was brought to the knowledge of it long ago, by hearing it spoken of as a college in which a young man of limited means could most easily obtain an

education. It was said of it that no worthy and talented youth who had a sincere desire to become an educated man was ever turned away from its doors. Some means would be found of enabling him to work his way through, so that the country would not lose the services of one bright intellect which might be employed in its best work whether in a public or in a private capacity. This to my mind, is the greatest glory of Acadia College, and it placed it in line with English universities which were founded not for the benefit of the great and wealthy, not for the men of title or of ancient lineage, but for the poor youth of the country who could only hope to advance themselves by acquiring an education. The men of the sword, the nobles whose keeps and castles dominated village and town, and whose broad acres were tilled by the serfs of the soil, despised learning and boasted of their ignorance. The words which Sir Walter Scott puts in the mouth of the Earl of Angus when he thanks St. Botham that no son of his save Gawain could pen a line represents accurately the nobleman's idea of education, even at so late a period as the beginning of the sixteenth century. For them the sword was sufficient; was their trade; learning might do well enough for clerics, but it was of no use to men of action. It was in such a state of society that the ancient universities were founded. Yet the time came when the rich and tilled flocked to them in such numbers that they became abodes of extravagance and luxury and no place was left in them for the poor young man except as a servitor or a menial. Thus were the intentions of the founders of the ancient universities frustrated and their endowments diverted from their proper uses, so that it became necessary to establish other institutions of learning to do the work for which they were originally designed. Let us hope that this may never be the fate of Acadia University. Let it be always true to its ideal and remain for all time to come, what it always has been, the college of the people, its hospitable doors ever open to worth and talent, unspoiled by luxury and untainted by the pride of wealth.

In this age of the world there is no need for anyone to enlarge on the advantages of higher education. Mankind long ago made up their minds with regard to that question and the people of both hemispheres, the new world as well as the old, have proved their interest in higher education in the most practical fashion by establishing new colleges and universities and improving and recognizing those ancient institutions of learning whose origin is lost in the mists of antiquity. There is nothing in all history more remarkable than the growth and development of colleges and universities in the United States and Canada during the present century. Provincial and state governments have freely given their aid to establish these institutions, but the greatest results of all have been achieved by private beneficence. Men of great wealth have bestowed princely gifts upon the colleges; men of more modest means have given freely for their

benefit, while many with but little of the world's goods have not been backward in doing their share towards the endowment of these seats of higher education. We need go no further than this university to find a most striking illustration of this spirit of liberality and zeal for the cause of education, for this vigorous and rapidly growing university has been built up by the efforts of a single denomination without government aid, by people many of whom were far from wealthy, but who were willing to give freely to the extent of their means in aid of the sacred cause of education.

We are all therefore as one as regards the benefits of higher education, but we are not all in agreement as to what higher education really should include. The minds of most men are still in a state of uncertainty in regard to the proper answer to this question although we have plenty of educationists who stand solidly upon the old ways, while others demand the most radical changes and innovations in the university system. As I do not expect that these questions will be settled until well along in the next century it is hardly necessary to discuss them here, except so far as they touch the theme which is the principal subject of my speech to-day. When the old universities of Europe were founded all the ancient literature of the world was in Greek and Latin, and all the modern books of Europe were written in the latter tongue. Not to know Latin and Greek was therefore not only to be shut out from the glories of the ancient literature, but to be debarred from all modern learning and knowledge of the thoughts of other men. A knowledge of Latin and Greek was an essential feature of education, and it is pleasing to see that these two languages still hold a high and honored place in every scheme of modern education. Yet as every good thing may be abused by misuse the time came when the devotion of the universities to these two languages grew so slavish that education was almost a farce, for the highest achievement of scholarship was to be able to manufacture Latin verses. The time of the scholar was wasted in learning something that could never be of any use to him, and all this was done under the plea that it was a good mental discipline, as it mental discipline and useful learning should ever be divorced from each other in this age when knowledge is so vast and life is so brief.

The universities still consider, and properly so, that no man can be regarded as educated who is not well grounded in Latin and Greek. Let any one who looks at a University Calendar of half a century ago and one of the present day cannot fail to be struck with the wonderful change that has come over the older institutions of learning. During the past three hundred years an English literature has been created far surpassing in volume and in value the literature of the Greeks and Romans. France, Germany, Italy, Spain and even Russia have vastly enlarged the bounds of modern literature and made it necessary for every educated man to have some knowledge of at

least one modern language besides his own. Mathematics which a century ago held rather a subordinate place in a college curriculum, has now attained an importance second to no other branch of learning because it lies at the foundation of so many useful arts and is the handmaiden of science. Chemistry has wholly revolutionized many arts and its achievements seem to be illimitable. Botany and astronomy have acquired a new relation to the lives of men since the century opened, electricity bids fair to revolutionize the world by its application to uses never dreamed of a few years ago. In fact the domain of science has become so wide that it is utterly impossible for any one man to acquire more than a merely superficial knowledge of all its branches. We say nothing of Zoology, of history of mechanics, or of many other branches of learning any one of which might suffice to demand the whole attention of a vigorous intellect to attain perfection in it. The sum of the whole matter is that our universities have been compelled to extend the range of their subjects of study and to increase the number of their professorships. And as a College student has but one set of brains and as the number of years a student can remain at college is limited, it follows as a matter of course that many studies should be optional and that a man may reach the final goal of a University degree by many paths. It is well that this should be so and I cannot but think that this sort of growth is the best test of the efficiency of a University. No college can afford to stand still; it must advance with the growth of human knowledge or it will become fossilized in its methods and lose public support and confidence. As a matter of fact all our modern Universities are growing and their growth is only limited by lack of means. We no longer hear the cry raised that they must not become mere technical schools for best minds are rapidly coming to the conclusion that there is no department of human knowledge which a modern University may not properly make its own. Looking over a calendar of Oxford University I find that during the past half century it has added to its staff professors, lecturers and teachers on the following subjects:— Anthropology, Archaeology, Assyriology, Botany, Celtic, Chinese, Clinical Surgery, Comparative Anatomy, Comparative Philology, the study of Dante, Diplomacy, Ecclesiastical History, English History, English Language and Literature, English Law, Exegesis, Fine Art, Foreign History, Geography, Indian History, Indian Law, Interpretation of Holy Scriptures, Jurisprudence, Latin Literature, Mediaeval Palaeography, Pastoral Theology, Physiology, Rabbinical Literature, Rural Economy, Septuagint, Zoology, Russian, Turkish, Hindoostan, Telegu, Persian, German, French, Italian, Spanish, Bengali, and Burmese. With such growth in half a century of the most conservative university in England, the one that has longest resisted the forward movement, what may we not expect during the coming century among those colleges that are most progressive and that have no ancient traditions to hamper their movements. As a

University to be true to its name ought to embrace all knowledge, there seems to be no good reason why it should not include in its curriculum everything that may be useful to man. Its limitations in this respect ought to be only those that are enforced upon it by lack of sufficient means. Every additional subject that is to be taught involves the expenditure of more money for professors and teachers, therefore our collegès that are not richly endowed have to go slowly. That I suppose is the main reason why they have been most largely used by students who wish to become members of the learned professions and that comparatively few of those who intend to follow a commerical life, or to engage in agriculture, or any of the mechanical arts sought our collegès. But the time will come when all this will be changed and when a high class education will be deemed as essential to a business man or a farmer as to a lawyer or a doctor. Even now we have among us institutions which call themselves collegès where young men and women take a short course in book-keeping and other subjects connected with a commercial life. There are hundreds of students attending such collegès in the Maritime provinces, yet I fail to understand why our Universities should surrender this part of the work of education to such institutions when they might very well take in it hand themselves to the great advantage both of college and students. If it pays to set up special business collegès to do such work it would certainly pay our Universities to adopt it. Such an arrangement would make the University the Alma Mater of classes which now seldom seek her doors, and it would cause higher education by means of a University to be regarded as a necessary part of the equipment of every man who desires to make a success in life.

The College graduate is a highly favored individual. He is the one person in some hundreds perhaps in a thousand who has received all in the way of learning that the educational institutions of his country can bestow. He has drunk deep of the fountains of knowledge and he has been equipped with the means of filling his mind with more learning than the schools and collegès can give. The advantages he enjoys in the race of life are great and it follows as a matter of course that his responsibilities are equally great. This is a thought that should never be absent from the graduate's mind, yet I fear that there are many who give the matter but little consideration. In the days of our youth most of us are not apt to take too serious a view of our duties and responsibilities. Yet it is clear that if our highly educated men do not take the lead in good works, those who have not enjoyed the same advantages will feel themselves in a large measure excused for any neglect on their part. They will naturally point to the educated as examples for others to follow, and if the educated are not doing their duty the bad effect of their neglect will be felt through every grade of society and will exercise a sinister

influence in the community. I am speaking now particularly of public affairs which should not be treated otherwise than as matters which concern the well being of every man, woman and child in the country. If these affairs are neglected or allowed to fall into unfit hands every interest must suffer.

In this county we enjoy the most democratic government, I suppose, that exists on earth, with the exception perhaps of the Australian colonies. Certainly the United States which claims to be the greatest of democracies cannot compare with us in the immediate and controlling influence which the votes of the electors exercise upon the government. Here there is no fixed presidential term to prolong the power of the executive after the people have withdrawn their support from it. Here there is no indirectly elected senate to hamper or defeat the wishes of the representatives of the people. The electors speak through the ballot box, and their demands are at once obeyed for they are the foundation of all authority. And that foundation is very broad, for in Canada practically every man has a vote. For this reason it becomes doubly necessary that the men who take the lead in public affairs, should be men of character and education. It is one of the unwritten, saving clauses in our constitution that no elector however ignorant and unfit he may be to vote intelligently in respect to public matters desires to be represented by a man as ignorant as himself. On the contrary he wishes to have for his representative a man to whom he can look up, and who is worthy of his respect, either on account of his eloquence, his wisdom, his wealth or his education. And in nine cases out of ten the electors will prefer the highly educated man above all others, for knowing his own deficiencies he sets the greater value on that sort of knowledge the lack of which has hampered his own career.

Now in speaking thus I do not wish to be understood as advising that every college graduate should take up a political career; indeed I should be very sorry to see any general movement in that direction. What I wish to impress on the minds of the learned men as well as the students within my hearing is the idea that educated men should not leave the business of politics to the ignorant and unfit, but should do their part in the work of choosing representatives who will be most suitable to legislate for the country with intelligence and ability. Let them take their rightful position as the natural leaders of public opinion and they will have plenty of followers, who will be ready to adopt their views and accept their guidance with respect to public affairs. Thus they have it in their power so to modify and control the politics of their district that if their own ideals are good worthy men will be chosen to represent them in the legislature and in parliament.

But the selection of good men as representatives does not by any means cover the whole case, for worthy men in the legislature of this country should be worthily supported. There is in this country a

very regrettable tendency on the part of the press and of the more ardent of our politicians to treat public men who happen to be on the other side as criminals, especially if they are in office. I will not say that this is a growing tendency because I have noticed it as existing for the past forty years, so that instead of speaking of it as a modern evil I prefer to regard it as a survival of a less enlightened age, a relic of the past with which we could very well dispense. I do not believe that there is any right thinking man that will venture to deny that this tendency to accuse public men of crimes which if proved against them would send them to the penitentiary is a great evil and one that demands instant removal. How can it be expected that our best men will remain in public life when they are daily accused of malfeasance and corruption and when every act of their lives is made the subject of unfavorable comment. And if men of character and sensibility refuse to be longer made the target for malignant enemies who are skilled in throwing mud is it not likely that their places will be filled by men who are less sensitive and not so scrupulous, and that the exchange will be for the worse.

To talk of political methods is, of course, a delicate matter because I am well aware that many men are so hardened in their political opinions that they are not open to argument, and their reasoning faculties are quiescent. But this is not a party question, but one that risks far above mere party considerations because it affects the general interest and lies at the foundation of good government. Perhaps my meaning will be clearer if I illustrate this portion of my theme by an example so far back that it no longer affects any living political issue, a leaf from history which if not exactly ancient is a part of the past, and one in regard to which disagreement is now hardly possible.

When I was a very young man, there were in this province two public men of very great celebrity. Their names were so familiar to all the people, that they were household words in every home in the land. They were members of the legislature and leaders of parties, and their political acts and views were discussed in every issue of every newspaper which dealt with public questions. Both of these men have long been dead, and there was a similarity in their closing days for they both died lieutenant governors of this province, each reaching at the end of his career the highest position that his native province could give him. It is almost superfluous to mention their names for they will at once occur to everyone within the sound of my voice, and neither the Hon. J. W. Johnston nor the Hon. Joseph Howe needs any introduction to a Nova Scotia audience. Their names and their deeds are a part of the history of this province, and no matter what changes may take place in the future the memory of Howe and Johnston will be preserved.

Now when I was a youth I was a very strong partizan of one of these men, for I was then a resident of this province, and I was a bit-

ter opponent of the other. It is not necessary for me to say whether my favorite was Johnston or Howe, but I believed in my idol with that sincere and simple faith which belongs to those who accept the opinions of others upon trust, without taking the trouble to examine the grounds of their belief, and I disbelieved in my idol's opponent, and could not help thinking of him always as a very bad man. At that time and as long as they led the two political parties which divided the province the feeling between Howe and Johnston was one of strong antagonism, and the attitude of their friends and partizans towards the other side can only be described as one of extreme bitterness. Very harsh things were said by the friends of Howe against Johnston and equally harsh things were said by the friends of the latter against Howe. The party newspapers were especially severe in their comments and charges of corruption and other political crimes were as freely made as they are by certain party organs at the present day. Nor was this the worst, for the charges were believed and accepted as absolute verity by men who were devout party men, and therefore always willing to put the worst possible construction on the acts of their political opponents.

Howe and Johnston have been lying in the grave for many years, the issues upon which they differed have been long since decided, the causes of estrangement which arose between them have almost passed out of human memory, the harsh words which were employed by the friends of the one against the other have ceased to have any meaning. A new generation has arisen in Nova Scotia which looks back upon the period of its history in which they filled so large a space, not with partizan feelings but with the sympathetic interest of students and friends. There is not, in Nova Scotia to-day I suppose, a man who would not agree with me in saying that both Johnston and Howe were men of whom their country has a right to be proud. They were statesmen who, although the sphere of their activities was in a small province, possessed the ability to guide the destinies of a nation. They were honest men who never made or sought to make any money in the service of their country; they were patriots to whom their native land was the dearest spot on earth and whose interests were ever in their minds. Who will now venture to deny that Howe and Johnston were worthy of any honor that their country can now bestow on their memory. If that can best be preserved by statues in the legislative halls of their country who would not cheerfully agree with me that the features and form of the old man eloquent and of the great tribune of the people should be preserved in stone so that they might be seen and studied by future generations. Yet how sad it is to think that so large a part of the appreciation of the merits of these two great men has arisen only since their death, and that while they were living and in active political life, one-half of their countrymen viewed them with suspicion and distrust. Yet we know that whatever claims they have to

the respect and admiration of posterity were acquired while they were alive and with us. The dead can do nothing. And it was because political partizanship caused so many men to take a prejudiced and partial view of their acts, that they did not enjoy in their lifetime that universal respect and consideration to which their great abilities and devotion to the service of their country entitled them. No doubt it is possible for a public man to feel and to say as the great Lord Bacon did in his will : "For my name and memory I leave it to men's charitable speeches, and to foreign nations and to the next age." Yet most men would prefer to enjoy a larger measure of justice while they were alive, and to know that the work they were doing was estimated at its proper value by those for whom it was done.

Now this illustration of the evils of indiscriminating and bitter partizanship is as applicable to the present as it is to the past. The same unfair treatment that was given to Johnston and Howe when they were in active political life is being too often bestowed upon the men who have taken their places in the political arena. If we were to believe all that we see in the party papers and all that we hear spoken from political platforms we would be forced, however reluctantly, to come to the conclusion that there is not an honest public man in Canada, that all are corrupt and depraved, that the public treasury is being looted and that the public are being robbed by the very men who have been elected to protect their interests. We should have to accept as true the statement that every public contract that is given out is a job ; that every transaction which involves the purchase of anything for the public from a town lot to a railway is a deal, and that concealed under every expenditure of public money is a steal.

Do the public really credit such statements ? I cannot think that they do any more than that the men who make them believe them. Such charges are a part of the stock in trade of a certain class of journalists, whose limited abilities and general ignorance of the greater concerns of the world would compel them to silence, but for the opportunity which politics afford them. Unfortunately our newspapers go abroad and the statements which appear in them are only too readily believed so that the good name of Canada is injured and Canada is looked upon as a land of political corruption. Such methods belong to an undeveloped, uneducated and semi-barbaric age and should have no place in the politics of a country which calls itself civilized and boasts of its institutions of learning. Of what use is our fine educational system with its free schools and excellent colleges if it does not teach our people wisdom and moderation ? And who shall be the leaders in the work of reform if it be not our college graduates who looking out upon the world from a loftier height than others can see with a clearer vision of the whole political

field and do justice if they will, even to those with whom they are not in political accord.

There is another evil even more flagrant than the one I have just mentioned which if not speedily checked must do a vast amount of injury to Canada; I refer to the practice of bribery at election. It is unnecessary to enlarge upon this subject for the consequences of bribery lie on the surface. It leads to political demoralization of the worst kind, to a lowering of the general tone of the electorate and carries with it the possibility of the election of unfit men to be our representatives in the legislature and parliament. Bribery is not a modern evil but has come down to us through the centuries, and we have inherited it from our British ancestors from whom our parliamentary institutions are derived. The British people have at length succeeded in stamping out bribery and we should feel encouraged by their example, for what they have done we can surely do. Indeed our task in this respect should be easier than theirs was for bribery in England had almost become a recognized feature of the Constitution. When boroughs were sold and by their means seats in Parliament it was to be expected that votes should be sold. The system of open voting also favored the use of both bribery and intimidation at elections and until the introduction of the ballot very little substantial progress was made. Here in Canada while individual voters may be purchased a whole constituency cannot be bought *en bloc*. Here we have no organizations which have been expressly created for the sale of votes, such as the celebrated Christian Club of New Shoreham which while formed ostensibly for the promotion of religion and of charity exercised its functions in negotiating the sale of the seat for the borough to the highest bidder. At an election held in 1771 the members of the Christian Club gave their support to a candidate who paid 35 pounds a head for all the freeman, and this led to the affairs of this borough and of the Christian Club being ventilated in the House of Commons. The borough narrowly escaped disfranchisement, but eighty-one of its electors were debarred from voting forever. I mention this case for the purpose of showing the awful depth of degradation that had been reached in some of the British Constituencies a century ago, a condition of affairs that has now wholly passed away. Bribery in Great Britain has been overcome by repressive legislation of the most drastic character, and by force being brought to bear on those who had the power to check it. We must do likewise in Canada unless we are prepared to see our young country destroyed by this monstrous evil.

In this good work educated men, our college graduates, shall naturally be the leaders. It is from their ranks that the professions are recruited, ministers of the gospel, members of the bar, healers of the sick, teachers of our youth. They must become the leaders of the people in private life as well as in public affairs. They are men whose opinions will be sought, and whose simple word will sanction

or condemn. It may be that there will always be a residuum of purchasable votes in every constituency, but to consummate an act of bribery a buyer as well as a seller is required. It is on the purchaser of votes that the weight of public opinion and if necessary, the force of the law must be brought to bear, if we wish to uproot bribery in Canada. I have heard it said that the men whose votes are purchasable are not all poor men who have to toil hard for their daily bread, but that men in comparatively easy circumstances, owners of broad acres, farmers who ought to be the most independent men on earth, are sometimes willing to sell their vote for a consideration. There are constituencies in Canada in which it is an understood thing that the election expenses must be heavy, because the votes of so many electors can be bought. Sometimes the bribe is taken under the plea that the voter should be paid for his time, a plea which if allowed, would establish the theory that the voter himself had no interest whatever in the election except the sum that he received for his vote. A country in which views so utterly subversive of public morality prevail, even to a limited extent, certainly opens a fine field for missionary work and the best efforts of every educated man should be enlisted in it. We are all proud of Canada, of its magnificent resources, of its vast possibilities as the home of countless millions in the future, as a land of liberty in which every man is free to apply his energies to the best advantage for the improvement of his own fortunes. But all these things will not avail us if we fail to maintain that standard of public morality which is necessary to the well being of a state. If our electors are allowed to become debauched and corrupt the source of power will be tainted and unworthy men will fill our legislative halls. But let us not despair: the power to prevent such a calamity rests with you educated men of Canada, and if it is wisely used and vigorously applied the victory over corruption, intimidation and all the evils which follow in their train will surely be won. If we fail it can only be because we are supine and careless and more concerned for our own ease and comfort than for the preservation of good government and a high standard of morality.

The world expects the educated man to be superior to his fellows not only in knowledge, but in the soundness of his views on questions of state. Higher education will count for little unless those who possess it show that it has given them loftier ideals and better standards than those that are held by the ignorant. If our educated men yield to popular clamor, and swim with the current instead of striving to stem the tide of ignominy and prejudice the good work they might do will be left undone and progress will be slow. There is a continual tendency on the part of mankind to relapse into barbarism and this tendency is only overcome by those christianizing and civilizing influences which are actually at work in our churches, schools and universities. If any man feels inclined to doubt that the natural man is a barbarian let him study the records of recent

wars and the deeds that have been done by men of the sword in the names of liberty and justice. Surely it is discouraging, after nineteen centuries of Christianity to feel that the world's favorite reading is that which relates to war and that more enthusiasm is aroused by accounts of rapine and slaughter than for the noblest efforts of the philanthropist. Is it not strange that we find even in the pulpit men who are advocates of war and who seek to gloss over its horrors by a pretence of patriotism? Let it be a part of the work of our educated men to combat this bloodthirstiness which seems to be now afflicting every nation, and which if unchecked may bring upon the world calamities greater than any that are recorded in history. The truth can never be too often stated that war is legalized murder and that it ought to be the aim of every true man and woman to put an end to it. I am aware that here in Canada we have less opportunity of affecting the cause of national events in favor of peace than if we lived in the metropolitan state but we can at least hold correct views with regard to these questions which affect peace and war and we can assist in creating a public sentiment in favor of peace in this the greatest colony of the Empire which cannot fail to be a potent influence on the parent nation.

Every age of the world has had its own ideals which it has cherished as the best possible examples of worth and virtue. Five centuries ago the belted knight was the object of its admiration, and this type of fighting man received its homage. Now the belted knight was simply the representative of brute force, supplemented by skill in the use of arms, just as the prize-fighter of the present day is the representative of the same qualities. All the boasted laws of chivalry did not make the world one whit better, wiser or more humane and it is impossible to recognize in the Knights who followed the Kings of France and England to the field in those days any higher qualities than those of brute strength and courage. I have no doubt that if John L. Sullivan had lived in those times he would have won his knightly spurs, and if Bertrand du Gueslin lived at the present day he would be a distinguished member of the prize ring. The difference between the fourteenth century and the nineteenth is that the former had no higher ideal than brute strength and courage while now the hero worship which unduly exalts these two qualities is confined to the ignorant and unintellectual. We are still too ready to exalt the successful military leader, but it is a long flight from a du Gueslin to a Napoleon from the brutal fighting man to the great military genius, who would have cut no figure whatever in the tournaments and battles of the fourteenth century, but who by the force of his intellect was able to shake the foundations of mighty empires, remodel the map of Europe and place the crown of Charlemagne on his own head.

Slowly but surely the progress of education is changing the face of the world. War after all, however successful, is but an epi-

sode in the life of any nation while the stream of knowledge flows on forever. The man of battles and sieges is being replaced by the man of science and an Edison or a Huxley is of more account than a Van Moltke or a Kitchener. It is here that we recognize the triumph of the Universities over the old order of things for they are the nurseries of knowledge, the source of inspiration of every effort in the way of improvement and advancement. Let every man then who graduates from the halls of Acadia recognize his duty and take his part in this noble work. Let his sphere of activity be what it will, the pulpit, the bar, the counting house or the farm let his influence be always given in favor of decency, moderation and purity in our politics, the establishment of high standards of thought in public as in private life, the repression of all false ideals or whatever is calculated to interfere with human progress in knowledge and virtue. Let each one be a model and an example of what is best in life, and an illustration of what Learning does for her children. Thus shall you most surely fulfil the true objects of education and culture, and extend its influence in every direction. Thus shall the world be made better and wiser and more humane. For the wisdom which comes from learning shall broaden into that higher wisdom which refines and ennobles the nature of man and which King Solomon has described in words that should be written in letters of gold in every college hall. "Happy is the man that findeth wisdom and the man that getteth understanding. For the merchandize of it is better than the merchandize of silver.

And the gain thereof than fine gold ;
 She is more precious than rubies
 And none of the things thou canst
 Desire are to be compared unto her,
 Length of days is in her right-hand
 In her left hand are riches and honor.
 Her ways are ways of pleasantness
 And all her paths are peace.

Latin and Greek in New England.

Classical study in New England has lost, or is rapidly losing, the pre-eminence due to tradition. This is eminently proper, because classical study has a distinct value of its own ; and there is no reason why that value should be inflated, and a useful part of school and college training become exposed to attacks inspired by suspicion. The echo of the conflict between advocates of scientific and classical education still resounds, but most of the combatants have retired from the fight. They have discovered that each side has title to its own territory, and the wiser among them are busy cultivating their own acres.

In the best secondary schools, some Latin is required of all students. The old fashioned argument based on considerations of etymology and syntactical drill is perfectly valid here. There are possibilities of general culture also, where the study of Latin is regarded as introductory to the study of the Romans themselves, and is carefully correlated with history, mythology, and antiquities. The same value attaches to Greek, but it is felt that while no man who aspires to exact thinking can afford to do without the gymnastic which Latin affords, there are those to whom compulsory Greek would be a serious burden ; because either of natural incapacity, or serious loss of time, which the student could not justly be asked to incur. It is a conspicuous fact, however, that the best students in the secondary schools tend almost invariably to take Greek. It is also to be noticed that the Lawrence Scientific School of Harvard University allows students to present Greek as part of their preparation for admission if they so desire. This recalls the remark of Agassiz, who said that he wanted students who could read Aristotle's Natural History in the original.

What is the inference from all this? First of all, the programmes of the secondary schools are practically determined by the colleges for which they prepare. A typical school, which fits for both Harvard and Yale, and requires four years' Latin and three years' Greek of students on the classical side, has the following programme. Latin : four books of Cæsar (or two books of Cæsar and twelve "Lives" of Nepos), Sallust's Catiline, six Orations of Cicero, eight books of Virgil's Aeneid, and about two thousand lines of Ovid. Greek : four books of the Anabasis, and the equivalent of about four books of the Iliad or the Odyssey. Of course beginners' books and work in composition accompany each course. This programme may vary slightly in different schools, but may be taken as on the whole typical of schools which fit for the larger colleges. These colleges, therefore, begin their work in both Latin and Greek at a point considerably in advance of first year work in our own colleges.

An interesting question has reference to the effect of the elective system on the study of Greek and Latin, particularly the former. So far as the writer's observation goes, it has been distinctly favourable. A live teacher of Greek can gather and hold a class of men who are free from the lash of compulsion, and whose appreciative spirit is the strongest incentive to the instructor to do his utmost for such eager minds. Of course there is no question but that Greek is worth doing if one can do it, and the spring and snap of a class is immensely increased when the clog of the indifferent and incapable is removed. It equally goes without saying that this method is hard on a poor instructor.

In the lower grades, even in the grammar schools, there is a growing opinion that clean-cut work in English can be got from pupils

who take Latin when they would be dazed and blurry in their impressions had they not the more logical language to help them.

In writing this paper that standpoint has been occupied which to the writer seemed most proper for him to take. But if any college man should ask him whether he regretted his college Greek and Latin, regarding these studies not as professional but merely educational, the answer would be an unqualified no. When all the arguments are finished, and the crowned educationist has mightily proved that in the Classics there is no literature but what may be reached through translations, no etymologies worth bothering about which are not in the dictionary, no training in exactness which cannot be given by the use of the calipus, no science worth knowing, no philosophy that is adequate, no poetry—but here even imagination balks like Balaam's beast before the thought of

"That white soul, clothed in a satyr's form
Which moved among the laurels day by day,
And find with burning love for God and truth
Doubted men's doubts away ;"

or that One—grand old man or grand old syndicate—who made us hear the voice of many waters in his "polyphloisbois thalasses." Not even the facts that grammars would dignify the disarticulate inconsequence of this last sentence by the fine title of *anacoluthon*, and set one a hunting through his Greek and Latin texts for like monstrosities, can mask the fact that in Greek and Latin are contained the very precious thoughts of two wonderful peoples. Perhaps they can be transplanted into English soil—if indeed it be not nearer the truth to say that English literature is a garden full of these exotics ; but, be one naturalist or only nature-lover, a forest is ever better than a greenhouse, and the geology gained with hammer and chisel out of the rocks as they lie much more his own than that acquired before the disconsolate array on the shelves of a museum.

J. EDMUND BARSS, '91.

The Hotchkiss School, Lakeville, Conn.

The Old College.

Horton Academy was opened in March, 1829, in a small building on the rise of ground near the place where the path to the Campus now crosses the street. In 1831 the school was removed to a better building which the Directors had erected on a site a few rods to the west of the place where the Seminary now stands. This building, known as Academy Hall, was forty feet in front and sixty deep. In the front part was a Hall, thirty feet by forty with a high ceiling. The remainder of the lower floor was divided into class rooms. Above

these were a few rooms for students. In this comfortable but unpretentious building the school prospered and powerfully stimulated public sentiment in respect to general education. Many young men, who afterwards became leaders in the civil and religious life of these Provinces, received there a valuable education.

Success gave courage to the Directors and in 1838 they began preparations for a higher department. College classes were organized in January, 1839; but the college did not have separate rooms until 1844. By strenuous efforts means had been obtained for enlarging the Academy Building. Wings were built, three stories in front, four in the rear and thirty-five feet deep. These additions made a front of one hundred and fifty feet. To give the college the benefit of a Grecian portico a pediment of suitable proportions was built out from the top of Academy Hall and supported by four Doric pillars. The structure was crowned with a graceful cupola. Though the Building had very little ornamentation, it was marked by pleasing proportions and an unobtrusive stateliness. Thus the college was built at the sides of and over the earlier Academy Building. The plan was probably the least expensive that could have been adopted; but it left the building in not the most convenient shape.

The end of the eastern wing was finished as a residence for the president. In the section between this and the Academy were the mathematical room and several rooms for students. At the end of the western wing on the lower floor was a chemical room, on the floor above the library and over that the museum. In this wing was, also, a reading-room, a classical room, used also, as a chapel for morning prayers, and a number of students' rooms. Near the west end of the college was a large boarding-house. Here the Academy students had rooms, and the college students came for their meals. The steward worked the college farm. What with the large farm near the willow tree in the rear of the college, the cattle and horses passing back and forth, and the implements of farming lying around, it was sometimes difficult to tell whether the principal business conducted on the premises was farming or education. Behind the college were two rows of sheds where the students stored their wood. As they sawed this themselves and carried it up two or three flights of stairs, no one in those days felt the need of a gymnasium. For more than twenty-five years the college had no janitor. The students took turns in preparing the wood and keeping the fires in the classrooms. On account of the difficulty in introducing light between the roof of the college and the original roof of the Academy, no use was made of this space and thus quite a large gulf existed between the two wings. This was bridged by a narrow plank walk, the middle of which rested on the ridge of the Academy roof. It is remarkable that, though innumerable matches must have been lighted by students passing over this dark bridge, no accident from fire ever occurred in this way:

and, though students sometimes made rapid flight across it when a professor was reported on the stairway, no one was ever known to fall into the chasm.

As numbers increased, a larger room was needed for the various meetings of the college. Early in the seventies a pleasant chapel and a more convenient mathematical room were constructed in the rear of the Academy Hall. Shortly after this by means of a bequest designated for this special purpose, the Library Room was thoroughly renovated and greatly improved. Then funds were supplied for repairing and re-painting the exterior of the Building. Thus by the summer 1877, it had been made more convenient and attractive than at any previous time in its history.

For some years it had been the custom to introduce an occasional lecture on Sabbath afternoon in place of the usual Bible study. The 2nd of December 1877, was a beautiful Sabbath. At three o'clock in the afternoon, Rev. Dr. Kempton lectured in the Hall. At the close of the lecture the pleasant air invited the students to walk before tea. They rushed up to their rooms, replenished their fires and went away. As some of them returned they discovered that fire was dropping through the ceiling of one of the rooms and gave the alarm. But it was too late. The fire was beyond control. A portion of the apparatus was rescued. The books in the Library were hastily dropped from the windows to the ground. The fire cut off access to the museum and its contents went down in the ruins. Within two hours the work of destruction was complete. It seemed as if the Building had been cleansed, renovated and adorned in preparation for this end.

CHRONICLER.

A Hindu Wedding.

"Oh, Missamagaru, the wedding will be at ten o'clock! We have come to call you." Shall we go? Why not. The grand Hindu ceremonies are always held at night.

"Alright, boys, tell them that we will come!"

"How beautiful the night!

A dewy freshness fills the silent air

No mist obscures, nor cloud, nor speck, nor stain,

Breaks the serene of heaven."

All is still. A flood of glory bursts from all the skies! A yellow verdure is given to the hundred-fingered fronds of palm, to the wax-foliaged banyans and margosa and tamarind which form such rich tracery all along our path. Here and there a lean sneaky pariah dog gives a vigorous howl and shoots across the street, while in the distance the jackals prolong their dismal yells. On the mud

pials the men and children are sleeping. Now and then a mat or tiny pillow reveals a greater degree of comfort.

On and on, in and out through smoky alleys—here is the scene of splendour! It is a tiled-roofed, two-storied house, with spacious verandahs, tiny alcoves and niched walls. In front is an immense pandal clothed in robes of the richest green.

The wedding will not begin for an hour, they say. Look in that room—why are those strings in saucers of castor oil burning before those gaily painted pots, bedecked with gaudy flowers? “Oh,” says one, “in each of those *Kimdas* is either rice or ghee or molasses or peas. After the marriage we will worship these things so that plenty and prosperity may ever attend the wedded pair.”

A tapestry mat is brought. The women gather round. How they are bedecked and bedizened—complexions brilliant with saffron paste; eyelids beautified with the blackest dye; foreheads, adorned with the brightest vermillion; forms skillfully draped in richly embroidered cloths; the silver belts and the velvet jackets and the jewellery—the bracelets and armlets, the necklets and anklets, the finger and toe rings, the ear rings and nose rings and the various shaped plates of gold with there jewelled pendants adorning the massy coils of glossy hair.

Why, the women—where have they gone? There lords appeared so they disappeared. “Liberty, the greatest of earthly blessings—give me that *precious jewel* and you may take everything else.”

More lamps are lighted; but the bride has not yet donned her wedding robes. She is sleeping there on the rug. What a scrawny girl of seven years and her husband they say is thirty-seven!

Twelve o'clock—and still the bridegroom tarries. The nautch party arrives. Now what music—drums and bag-pipes, cymbals and harp, guitar and tambourine and many other instruments to which no English name could be applied. The men recline on the pandal platform, vigorously chew the betel-nut and lend an ear to the immoral songs which are to us as vain mutterings. The lavender water is sprayed, the cotton-wool tipped and attar-dipped quills are offered, camphor beads are garlanded, and *pan supari* is distributed.

One o'clock! We must go. We thought the wedding was to be at ten! “Oh, please wait a little longer. They are going for the bridegroom now.” The procession starts. The Principal of the High School acts as our escort and explains the performances.

The bridegroom, he comes! he comes! Hark, the joyous airs are ringing! and the people are whispering—“How beautiful! How beautiful he is!” He is mounted on a gaily caparisoned white steed. He is superbly dressed in colored embroidered clothes while his white gown reaches to the ground. The bride's party (the bride is not present) and that of the bridegroom meet. As they stand facing each other the bands play simultaneously and the dancers dance. The

street is lined with torch-bearers and bearers bearing trees of the gayest of the gay pith flowers, curiously and variously fashioned. Thousands gaze on the festal scene and the eye is dazzled with the colouring—the white bordered with damson, the scarlets and yellows and the shining greens. What a brilliant scene—picturesque, gorgeous, magnificent!

A representative from the brides party offers the bridegroom fruit and treacle, smears his neck with scandal paste, and garlands him with huge camphor beads and jessamine flowers. After these tokens of respect the processions unite and gaily parade the principal streets.

On our return we find the Bramin priest in waiting. What a sharp-featured, quick-eyed fellow with head clipped before and a ragged lock behind, naked above the loins and a coarse cloth draped below. His appearance bespeaks a careful observance of the prescribed rules of abstemiousness as a preparation for the performance of the marriage rite.

He has arrived! arrived at last! A commotion at the gate. The entrance fee is demanded. The family priest, conspicuous by his long white beard and powder-daubed forehead, grandly leads the bridegroom to the chair of state. Yes, it is all honor, honor to the bridegroom.—“Bring that tray and bowl! Where is the bride’s youngest brother?” He cannot be found. They call and call and search and search. Now the elders rage—“Just as we told you! He thinks because he wears pants and speaks a little English that he is above this service which he only should perform.” Here they come carrying the lost brother. He cries and says, “I won’t! I won’t!” but the Guru solves the difficulty by forcing the lad’s hands into the water and thus compelling him to lave the bridegroom’s feet.

The priest winds the sacred thread around and around the pandal. Now he takes the bridegroom by the hand and leads him around and around the pandal. Then they enter the consecrated bower. Where is the bride? Here she comes, borne on the shoulder of her uncle. What do we see? Naught but a mass of red, gold and jasmin. She is placed on a bag of rice near the bridegroom, but a screen intervenes.

We must not tarry to describe how the priest fills her hand now with rice, now with jaggery, now with this, now with that; how he pours the Ganges water into the bridegroom’s hands and offers flower and fruit to the holy water; how with the sacred Kusa grass he ties together the wrists of the contracting parties; how the screen is finally removed and the bridegroom pours rice into her hands and vice versa; how she places a vermilion spot on his forehead and vice versa; how the ceremony is brought to a close by the bridegroom tying on the bride’s neck the *tali* or gold piece which has first been touched by all the relatives. And all the while the priest mutters his munthrums, the players play, and the dancers dance.

As we homeward plod our weary way, just as daylight is steal-

ing upon the sky, we refer to a remark of a Hindu B. A. "See," said he, "what do you think of this for a bride? We know it's wrong, but what are we to do. Ah, how true it is--"We are the same our fathers have been."

In all the Madras Presidency there is only one prominent man who dares to endure persecution for the sake of enlightening his countrymen in regard to the heartless intrigues, natural horrors and appalling crimes which accompany *child-marriage*. This man, K. Veerasalingam, Pandit, is devoting his wealth to the alleviation of the crying misery of the wretched child widows and is endeavouring through press and platform to convert to his views the ignorant masses and the learned pandits who are "really fools through the inspiration of the demon of customs."

English education and Western thought may be gradually undermining the ancient customs but the central aspect of Hindu society is about the same. Even those who know that eclipses are *not* caused by the great snake swallowing the moon—even these are careful when they see the shadows to observe all the prescribed fasting and bathing, giving and praying. The people of India still bow down to stocks and stones and the country is still swayed by vile charlatans and ignorant priests.

The battle has long been waged. The outer walls of the fortress of Hinduism—idolatry and caste—have long been bombarded. But the inner walls, the pantheistic philosophy and the primary conception of God as a "*cold distinctionless impersonality*" (to which conception together with the conclusions derived therefrom may be attributed many of the prevailing contradictions and cruel customs)—these must be assailed and conquered ere India can be won for Christ.

" 'Tis time new light should dawn
From new revealings to a race
Weighed down so long."

What is the need of the hour? Men, men who are able to study the situation, to grasp it, men of brave hearts, keen minds, and above all of unflinching faith in the power of the Gospel of Jesus, our Lord.

MABEL E. ARCHIBALD.

Chicacole, India, Jan. 16, 1900.

Correspondence.

To the Editor of the ATHENÆUM

Sir:—A few weeks ago every student in college was looking forward to March 16th when Acadia and Dalhousie were expected to meet again in forensic contest, and the fact that there will be no Inter-collegiate Debate this year is doubtless a source of regret to a large

number in both institutions. The purpose of this letter is to correct any wrong impressions that may exist as to the cause of the failure of the negotiations and to indicate where the fault lay in the hope that steps may be taken in the near future whereby such matters can be regulated in a more satisfactory manner than heretofore. In brief—neither of the colleges was to blame. By mutual consent the debate was dropped, though each society was willing to debate if the other pressed it. The responsibility attaches to our system, or rather want of system in making arrangements.

An Intercollegiate Debate means nothing and is but an oratorical pyrotechnic display useless from any practical point of view unless both parties have had an opportunity of making the fullest preparation and of mastering every detail of the subject. Then only can there be a fair contest. Then only the training potential of each school can be measured and victory must perch on the banner of the most deserving. This year when all arrangements were perfected, we were within four weeks of the date fixed for the debate and in view of this fact the committees having the matter in charge agreed to call the contest off.

The college curriculums are designed to furnish the student all the work he can conveniently carry: it is unjust to require him to slight that work. It must be evident that if less than a month is allowed for the preparation of a debate, the men on the teams are obliged almost wholly to neglect their work for that time if they are to do justice either to themselves or to the college they represent. Another element, too, is to be considered. After the debater has covered the ground time must be allowed in order that the different facts may relate themselves in his mind and become thoroughly assimilated, for otherwise he will not be able to use them to advantage. So a space of *eight* weeks is short enough for adequate preparation even if all the material is on hand and examinations not in sight.

It is not easy to select a date that will suit the students of both colleges. Dalhousie begins work early in September and closes about the middle of April; the session at Acadia lasts from the first of October till the first of June. Our mid-year examinations occupy the first two weeks of February while at Dalhousie they take place in December. The Law men are an exception having only one set of examinations which end about Feb. 20th. Thus it is impossible for either Acadia or Dalhousie to have eight weeks preparation for debate without either fixing the date in unpleasant proximity to the examination season of one school or, what is worse, requiring its team to assume extra burdens during these times of unusual stress. The only fair way then seems to be this. Let the subject be arranged for sometime in November and the date of the debate fixed for about Feb. 25th. The Acadia men would thus have for preparation part of November, all of December and part of February without slighting their work either immediately before or during the examinations.

The Dalhousie Law Students would be in about the same position. The men of the other faculties would have part of November, all of January and most of February. The long time elapsing between choice of subject and date of debate would enable the men to give ample study to the question without neglecting their regular work. The date could not be placed any earlier because the fall is occupied with football, neither is it convenient to make it later because the law men have completed their work. Besides, at Dalhousie no honor examinations are held until the end of the Senior year and a debate on the date agreed upon this year would practically preclude the honor men from taking part.

Again, if these debates are to continue a new system of choosing a question must be adopted. Last year there was no trouble. Committees met and made arrangements which the societies ratified. This year committees again met but the Sodales Society threw out the most important part of the agreement, viz., the subject. Negotiations then proceeded by correspondence and by telephone in a very unsatisfactory manner until finally both parties agreed that the remaining time was too short in which to prepare for the debate. How then shall a subject be chosen? The usefulness of committees is over for each merely tries to get the better of the other. Let one society submit a question and allow the other to choose its side. The men submitting the question will take ample care to have the sides balance evenly. But just at this point the recent negotiations have taught us a lesson. It is unfortunate but only too true that many of our best students are lamentably ignorant of all matters pertaining to current events. Questions arising from such events are the subjects most likely to be debated. But how can a committee frame a question when they do not understand its scope? This year just before the debate was dropped Acadia submitted a question to Dalhousie giving the latter choice of sides. The side which Dalhousie chose to defend, a certain very prominent gentleman in the House of Commons declared to be incapable of defence. In the light of this it would appear advisable for the college proposing the question to consult some person who is known to have a grasp of that particular subject.

There is another consideration. The question should be regarded merely as means to an end. For example, a condition like the following is conceivable. One college elects to support a resolution and may be considered as bearing the burden of proof. But both sides display equal talent and the judges cannot decide between them. Clearly, then, the side supporting the resolution cannot be said to have proved its case, and therefore should lose the debate by default. This would be manifestly unfair. Constructive argument should be measured with constructive argument and rebuttal with rebuttal and a decision rendered accordingly.

The conclusion of the whole matter seems to be this. If these

debates are to be an annual and not a casual occurrence, a debating league must be formed with a definite constitution, for otherwise these questions will be mooted every year and never settled. A certain date for the debate is most convenient: let it be fixed. The subject should be known by a certain time; make provisions for that and decide upon a fair way of choosing the subject. Only when these and the many other matters arising in this connection are finally settled and removed from the sphere of annual discussion will satisfactory results be achieved.

W. E. MCNEILL.

Our Exchanges.

EDITOR: W. E. MCNEILL.

The King's College Record is always bright and interesting, and the January number is no exception. "Reminiscences of Haliburton, 1890," is a survey of college life with its joys and sorrows. Referring to the sudden death of one of the King's men while visiting Wolfville about that time, the writer says: "The Acadians in a body followed his bier to the Railway depot, as a tribute to his fellow-King's-men, as a mark of sorrow for his untimely death. Never action became them better, never tribute more kindly remembered."

The Presbyterian College Journal of Montreal is the largest college paper which reaches our table. Its articles are of high literary excellence. Although very few of the contributions are from members of the student body, there is always a due amount of space devoted to matters of local interest. The monthly "Talks about Books," by Rev. Prof. Campbell, LL. D., is one of the *Journal's* chief features.

The McMaster Monthly is another paper which is always good from cover to cover. The editors are fortunate in being able to obtain from time to time some poetic gem from the pen of Dr. Rand. From the little poem "At the Ford" which appears in the last issue we copy a few stanzas:

Life's darkness is background for God,
For unsleeping Love's high command,
And the shadowy heap of each life
Is revealed at the touch of his hand.

And the arm of Love doth wrestle
All night by the fords we cross,
To shrivel our sinners of self
And give his blessing for loss.

Night shows the houses of heaven,
O pilgrim for life's journey shod,
And from out the sleeve of darkness
Is thrust the arm of God!

The University Monthly is published "by the Literary and Debating Society of the University of New Brunswick." At a recent meeting of the society, a board of three members was appointed, and to it "was entrusted the power of finally accepting or rejecting all contributions which relate to college affairs in general." And the ten editors of the paper meekly bow their heads in submission and say, "It must be clearly understood that for the rest of this term, all articles dealing with college matters in general are inserted by authority of this board, and not by the authority of the editorial staff." If the article entitled "Our University" is a specimen of the literature which these three wise men are to foist on a defenceless public, there can be no doubt that the usefulness of the *Monthly* is at an end.

From the *McGill Outlook* we learn that the subscriptions to the annual university dinner have been deflected from their original purpose and by vote of the students turned over to the Patriotic Fund. McGill shows her loyalty in a practical way.

Other exchanges to hand: *Manitoba College Journal*, *Niagara Index*, *O. A. C. Review*, *Colby Echo*, *Kalamazoo Index*, *Excelsior*, *University of Ottawa Review*, *Dalhousie Gazette*.

De Alumnis.

EDITOR: S. S. POOLE.

The class of '91, more familiarly known as the large class, has given to the world some strong men. In the ministry, in law, in medicine, in the professoriate, in fact in nearly all the professions of life its members are to be found and they worthily fill their positions. Many of them have met with marked success. Among the latter

JOHN EDMUND BARSS

stands second to none. Born in Wolfville, the centre of education and refinement, he had all the advantages which nature and man can give, and early in life he availed himself of these.

In '87 he entered Acadia and after a course marked with zest and thoroughness was graduated with honors in 1891. His classmates speak of him as a model man in every respect. Gentlemanly in conduct and genial in disposition he was a general favorite. Those seeking help ever found him willing to assist. His work in class showed careful and thorough preparation; he never did things by halves; with him anything worth doing at all was worth doing well. His chief delight was in the classics and much of his spare time was spent in reading from the old Latin and Greek authors. Books which to others were stale and musty were to him delightful reading.

In the autumn of '91 he entered Harvard University and in '92

received from that institution the degree B. A. and in '93 the degree M. A.

In 1894 he accepted the appointment of Master of Latin in the Hotchkiss School, Connecticut, which position he still holds. His fine knowledge of the Classics and the enthusiasm and keenness which he brings to the class-room easily render him a master in this department.

In 1896 he published an edition of "Cornelius Nepos' Selected Lives" which has been most favourably received by classical students. At the request of the MacMillan Company he is preparing another book of similar character which will soon be ready for publication and will no doubt prove as valuable a work as the former.

Mr. Barss comes of illustrious ancestors being the grandson of the late Rev. Edmund Albion Crawley, formerly president of Acadia, and of that princely friend of Acadia, John W. Barss of Wolfville.

The article in the present issue of the ATHENÆUM from the pen of Mr. Barss will well repay a careful reading.

JOHN B. MILLS.

The subject of this sketch was born July 24th, 1850, at Granville Ferry in Annapolis. In that delightful spot, so richly endowed by nature both in scenery and fertility, he spent his early life. It would be difficult to estimate the influences those early environments had upon him, but certainly they were great and lasting; they played their part in the development from the boy to the strong, earnest man who to-day is toiling for the welfare of his country.

His early training was received at the public school of Granville which he attended till 1865 when he came to Horton Academy. Those being the days of stage coaches and bad roads a journey of seventy miles was not the most pleasant experience, at least, so thought young Mills. Rev. T. A. Higgins was at that time principal of the Academy and he was ably assisted by Mr. Blair and Rev. Stephen De Blois. They took charge of Mills and soon he was digging away at Greek and Latin roots and unravelling the intricacies of Euclid. In 1867 he was matriculated and in the fall of the same year entered Acadia College. He carried on the work uninterruptedly till 1871 when he was graduated with honors.

As a student Mr. Mills took a high standing. He worked faithfully and read extensively. His speeches in Parliament at the present time reveal his wide acquaintance with different authors and show the practical results of his early training. In his college days he was exceedingly fond of debate and waged many contests with his political opponents. It is said that those days were particularly noted for oratorical contests among the students and when we remember that in Mr. Mills' class were such men as Attorney-General Longley, I. B. Oakes, A. Cohoon, J. R. Stubbert and others we are not at all surprised.

In 1871 Mr. Mills passed the preliminary examination for law and was articled to the late T. D. Ruggles, Q. C., of Bridgetown. Early in 1874 he went to Halifax intending to read in the Law Library, as he had still a year's reading to do before being admitted to the Bar, but with a number of students he determined to go up for the examinations instead and was successful, thus passing a year before his time had expired. That year 1874-5 he spent at the Harvard Law School. On July 20th 1875 he signed the roll and was duly admitted to the Bar of Nova Scotia. He at once opened a law office at Annapolis Royal, where he still resides, and soon had a large and flourishing practice. He has been eminently successful at the Bar.

In 1877 he received from his *Alma Mater* the degree M. A. in-course.

From 1882 till 1887 he was a member of the Municipal Council of the County of Annapolis, and in that office did valuable service.

In the general elections of 1887, Mr. Mills was nominated by the Liberal-Conservative party of Annapolis to contest the county for the Commons. He was successful, being elected by a majority of 28. He was re-elected in '91 by a majority of 173, and again in '96 by a majority of 197. He has thus been a member of Parliament for 13 years and has served his constituency faithfully and well.

On June 24th, 1890, he was appointed Q. C. In 1892, he became Chairman of the Standing Orders Committee in the Commons, which important position he held till the resignation of the Tupper government in 1896.

As a politician, Mr. Mills stands high in the counsels of his party and is deservedly popular. He seeks in every way to promote the welfare of the Dominion and at the same time carefully guards the interests of his constituents. His speeches in the House are marked by careful thought; his diction is excellent; his style chaste. When he rises to speak, he always has *something to say* and does not weary the House by talking on for an hour or more after he has said it. He commands the attention and respect of both parties.

Just now in the prime of life, Mr. Mills has every prospect for many more years of active work. Acadia is justly proud of his success and will follow his future with interest.

Personals.

Dr. W. W. Chipman, '90, of Edinburgh, at present assistant to Professor Simpson and Dr. Barbour in the University of Edinburgh, has been appointed to the position of assistant gynaecologist of the Royal Victoria Hospital of Montreal. Dr. Chipman is to enter upon his duties the first of April.

Dr. M. C. Smith, M. D., D. D. S., of Lynn, president of the New England Alumni of Acadia, passed through Wolfville, February 20th, on his way to Europe.

In the recent civic elections, ex-principal I. B. Oakes, '71, and J. F. Herbin, '90, were elected as Councillors of the town of Wolfville. The ATHENÆUM extends congratulations.

John O. Vince and Howard H. Roach, both of '99, visited us February 22nd and remained for a few days.

Among those who will graduate from Rochester Theological Seminary this year are:—A. J. Archibald, L. M. Denton, and A. H. C. Morse, all of '96.

C. R. McNally, '97, will graduate from Newton.

The Month.

EDITORS: W. H. LONGLEY AND MISS A. A. PEARSON.

The month which has just passed, while bringing to the most of us nothing very startling in its variance from the ordinary routine of our college life, has still the usual quota of events to be chronicled in this column. The period of exams.—the time dreaded by all "non pluggers"—has come and gone, and we have now the season, with some, of disappointed ambitions and resolutions of assiduity for the present term and with others, of feelings of satisfaction from work well-finished.

The girls of the Sophomore class wishing to celebrate in some way the close of the examinations gave an "At Home" to their classmates on Saturday evening, February 10th, in the college library. Great skill and taste were shown in the decorations, which exceeded those of all former functions. It may be observed, however, that the chief ambition of the decorators seemed to be,—pale blue cushions with knots of garnet ribbon attached. Progressive crokinole was the entertainment. Prizes accompanied by a suitable speech, were awarded by Mr. Jones. These were chosen with a view to usefulness as well as ornamentation. One of them, a KEY, was duly presented to the person entitled to the booby prize. After the prizes were awarded ice cream was served and was followed by music and the class yell for the girls of '02, the latter very nicely bringing the evening to a close.

On Monday evening, February 12th, an "At Home" was given to the Senior class of ACADIA by Mrs. Lawrence Eaton, of Lower Canard. For days before this memorable event, members of the Senior class might have been seen consulting barometers and gazing

pathetically into the sky, hoping to find there some signs of a snow-storm, but the snow did not come; accordingly, wheeled vehicles were the means of conveyance. The moon was bright, the mud was soft,—nature, herself, seemed in sympathy with the undertaking. The drivers, also, showed a keen appreciation of the marvellous beauties of the surrounding country. Five times in the ascent of each hill were the carriages stopped in order that the occupants thereof might view the landscape o'er. In the course of time, after many interruptions, the home of Mrs. Eaton was reached. The hostess was duly apprised of their approach by the vociferous shouting of the class and college yells. The evening was very pleasantly spent. Games, music by the class quartette and other members of the company added very materially to the enjoyment of the evening. Refreshments were served about eleven o'clock, and were followed by college songs, one of which, "These bones shall rise again," deserves special mention. Its dulcet notes fell on the ears of the company as in benediction, inspiring all with courage for the journey home. Shortly after 12 o'clock the company, loud in their praises of the hospitality and kindness of their entertainer, took their departure having spent a very pleasant evening.

On Tuesday evening, February 20th, the St. Francis Xavier hockey team met Acadia's team in the Aberdeen rink, Wolfville. The teams were as follows:

ST. FRANCIS XAVIER		ACADIA
Power	Goal	Taylor
Harrington	Point	Boggs
McGillivray	C. Point	Wood
Brown B.	Rover	Steele
McNeil	Centre	Christie
Brown J. W. }	Wings	{ Haley Hutchinson
Gillis }		

The game opened with brisk play, St. Francis Xavier scoring one goal which was almost immediately tied by Acadia. Again the visitors took the initiative breaking the tie in their favor. From this point the game, for the first half, seemed to be altogether in the hands of the home team, who kept the puck in their opponents' territory and shot goal after goal until the score was 9-2 in their favor. The second half was much more interesting than the first since it was more even. Each side played good hockey and each scored one goal, making the complete score 10-3. Much good work was done by individual players, J. W. and B. Brown doing the best work for St. Francis Xavier. The decisions of E. N. Rhodes as referee gave satisfaction to all.

Near the last chronologically, though by all means first in importance, comes the series of religious meetings inaugurated by Rev. J. D. Freeman, of Fredericton, under the auspices of the College Y. M. C. A. The meetings continued throughout the fortnight

beginning Sunday, February 11th, although Mr. Freeman remained with us but one week. The studies of the college-students having been lightened during this period, they attended the meetings almost as a unit, and in company with the students of the other institutions formed by far the larger part of the congregations. There has been a great deal of earnestness manifested in these meetings and though the work has not been so immediately successful as might be wished, it has nevertheless, supplied an important factor in the lives of many young men and women. Mr. Freeman, during his short stay, made many friends among us, and we would see him without doubt much oftener than will likely be the case.

The "Voice Recital," which was to have been given on the evening of Friday, February 23rd, as the second of the course by teachers and pupils of the Seminary, was on account of disagreeable weather postponed until Saturday evening, February 24th. On the latter evening a large audience assembled to hear an interesting programme rendered with a degree of excellence, which comes only from, and bespeaks efficient training. The amateur musical critics do not agree in saying which number may be called best, but all agree in regard to the merit of the entertainment as a whole.

Locals.

EDITORS; J. L. SLIPP AND MISS M. S. COLDWELL.

Where Oh where have the whiskers gone, 'oi is left.

G-ds-d (Feb. 13th) Let us change our walking hours Percy.

Why should Great *Britain* be confident of success? Because s(he) has been reinforced by an Academic Contingent.

There was a *Hot time* at the Seminary Reception when a ministerial Soph discovered the deficiency in the ice cream.

At a reception given by the sophomore young ladies a youth of very tender years in atonement for sins of a similar past event escorted a young lady to her home. Not satisfied with this however he returned and led out another fair damsel even from under the eyes of the very jealous Sophs. We think, however, that such doings *Ken* not be allowed to continue.

D-x-n to Freshman Hockey Captain,—Does Percy Schurman play on your team.

Prof. What is the land of *Burns*.
 B-ll (which much emphasis) Hades.

B-nc-ft, (after first reception) I had a great time, I met thirty-nine Sems.

Prof. of Physics.—Do you thirst after knowledge?
 Brilliant Soph.—Yes I'll take a *sup* of it soon.

It is noticed that the Springhill Junior has developed a Horticultural tendency and it seems to be along his *Line* to patronize the green-house on Friday afternoons

Prof.—What caused the death of Bacon?
 Student—He was out one day and an idea struck him.

A learned freshette astonished her friends by asking for a diminutive argenteous truncated cone convex on its summit and semi-perforated with symmetrical indentations. She wanted a thimble.

B-nc-ft Jr. (watching freshie come out with young lady.) In three more days I will be eighteen then I will be able to go with the girls too.

(Windsor Hockey Player) Who is that old man playing on the Wolfville team.
 Student. Why that is C-bb.

(FOUND)

A pair of ladies skates. Owner will receive same by calling at room 29 Chip Hall and proving property.

Question in exam. Give character of Sir Toby Belsh.
 R-ch-r-s-n. He was a corker, very fond of wine, tobacco and young ladies. He was an ideal Chip Haller.

Fair Sem. (giving a verdant freshman a hint) "Refreshments are being served in the dining-room."
 Freshie "Thank you I have a piece of cake."

Scene in Class-room. Sophomores in possession ready for Bible Class. Timid Juniors enter for psychology under protection of the Doctor.

Dr. noticing presence of the class and addressing the Sophs. "Perhaps you had better vacate this apartment as the Juniors are decidedly more in need of the cultivation of their minds than you of religious instruction.

In view of taking honors in English one of the Sophs is at present giving much attention to *Browning*.

A valiant Junior of football fame thought he heard a voice *Calling* him to assist his country in the Transvaal. In order to prepare himself he mounted his charger early one morning and with spear and sword he charged upon the various posts and fences. At last returning flushed with the excitement of battle he was aided in dismounting by his gallant steed. An hour or so afterward when bruised, torn and bleeding he wended his homeward way, he was heard to murmur "there is no place like home."

Acknowledgments.

Miss M. Bentley, \$1 00 ; Miss M. E. Farquharson, \$1 00 ; A. C. Horsman, .85 ; W. H. Dyas, \$1 00 ; Misses Logan and Perkins, \$1 00 ; J. W. Roland, \$1 00 ; E. W. Sawyer, \$3 00 ; W. C. Margeson, \$1 00 ; G. W. Elliott, \$1 00 ; Miss A. McLeod, \$1 00 ; J. A. Glendenning, .85 ; B. H. Ford, \$1 00 ; C. W. Roscoe, \$2 00 ; I. B. Oakes, \$3 00 ; Miss Margaret Vanderpool, \$1 00 ; H. J. Perry, .50 ; Edwin Simpson, \$1 00 ; J. McLeod, .50 ; S. G. Giffin, .50 ; E. Sinclair, \$1 00 ; H. Payzant, \$1 00 ; H. L. Brittain, \$1 00 ; R. W. Demmings, \$1 00 ; A. H. Baker, .50. Extra copies, .30. Total \$27 00.

"Errata."

Page 127 line 18 for "appeal" read "appeals." Page 128 line 5 for "employer" read "employee." Page 128 line 15 for "more" read "men." Page 128 line 28 for "between" read "beneath." Page 129 line 18 for "country" read "century". Page 129 line 30 for "Australism" read "Australian." Page 130 lines 41 and 42 for "mothersers" read "mother's." Page 130 line 43 for "praire" read "prairies." Page 131 line 32 omit "with."

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